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description is given of the geographical features of the district, the location of the schools, the nature and value of the land, and the varying characteristics of the six common-school districts which the union high-school district comprises. The social and religious interests of the communities are analyzed, and the social and recreational activities of the schools are shown in their relation to the needs of the whole population of the district. The recommendations of the survey staff, urging larger provisions for recreational opportunities in connection with the schools in the form of better playgrounds, an athletic director, gymnasium, library, etc., are in keeping with the standards generally accepted for rural schools designed to serve as social centers. Certain apparent advantages of combining the six elementary-school districts are noted in the report, and it is recommended that such organization be effected. In a later section of the report, a detailed plan for consolidation is presented. In the discussion of the religious life of the people of the district, the report notes the presence of eight distinct Protestant organizations, most of which are without church buildings and are compelled to use the schoolhouses for such meetings as are held. It is recommended that these Protestant denominations give up their separate organizations and unite in the support of a single community church. In this section of the survey report the analysis of community conditions appears to have been made carefully and thoughtfully, and doubtless the measures suggested by the survey staff would tend to improve some of the conditions noted; but it is questionable whether specific recommendations of the type here found should be made a part of the report of an outside examining body.

The other sections of the report deal with the usual topics of testing, inspecting buildings and other physical conditions, analyzing the curriculum, teaching staff, plan of organization, etc. While many specific recommendations are made, the report in certain instances, as in the discussion of a salary schedule for teachers and in the chapter dealing with administrative policy, follows the more wholesome practice of explaining the principles which should guide the administration in formulating a sound basis of procedure.

The report will prove of interest to county superintendents and principals of consolidated schools, as well as to those who contemplate the organization of consolidated districts in rural territory, because of the detailed descriptions of conditions obtaining in one such district which has an apparently ordinary setting. The plan of the survey, the organization and treatment of the data, and the form of presentation of the material are in the main similar to those of most other rural school surveys.

N. B. HENRY

Philosophy of education.—At the present time we find very little in current literature on philosophical subjects. We have assumed the attitude that we are not interested so much in theory as in results. Educational philosophy has suffered along with general philosophy. The educational literature of

today deals almost exclusively with matters of scientific method or subjects closely allied to it. A book, then, on the subject of the philosophy of education comes to us almost with the freshness of new subject-matter. Such is the book by Mr. Bode,¹ who admits quite frankly that he has written on the philosophy of education.

The purpose and scope of the book are well described by the author in the Preface:

The purpose of this volume is to interpret present-day educational problems from the standpoint of pragmatic philosophy. The discussion is centered chiefly on two main topics: viz., the aims or ideals which should be dominant in education, and the nature of the mind or intelligence with which education has to deal. The book is written in the conviction that educational theory and practice have been vitiated by preconceptions which were historically inevitable but which are unjustifiable in the light of modern knowledge. These preconceptions must be eliminated if education is to make its proper contribution toward the enrichment of life and toward making the world safe for democracy. . . . Unless the study of detailed problems is properly correlated with theory, there is serious danger that education will simply become more complicated, and perhaps more mechanical, and not an agency of progress and reform [p. v].

The author emphasizes those things which are back of the practical everyday problems, the things upon which our sense of values depends, the things for which we must go outside of the limits of the study of education as narrowly defined. To do this he reviews some of the theories which have been most commonly accepted, suggesting possible avenues of reorganization but leaving the final conclusions and applications to the reader. A critical evaluation of several of the philosophical theories—the soul-substance theory, the doctrine of mental states, and consciousness as behavior—which have been most closely related to educational thought, with special reference to their effects upon educational thinking, and an added plea for a recognition of a place for educational theory in the field of education bring the book to its close.

This book may be used to advantage as a textbook for classroom instruction in a course in the philosophy of education. A wider and more significant use of the volume, however, should result from the need which teachers who are dealing with the practical aspects of education feel for a better understanding of the theory underlying the applied methods. A philosophy of education cannot entirely fill this need, but, worked out as it is in Mr. Bode's book, it cannot help but be of great benefit to teachers both in their educational courses and in their teaching.

ERNST WELLEMEYER

Measuring results in physics.—The effort to formulate objective standards by which the results of the teaching in a given subject can be measured is one of the first steps toward an improvement in the practices in regard to that

¹ BOYD H. BODE, *Fundamentals of Education*. New York: Macmillan Co., 1921. Pp. xi+245.